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ABSTRACT

This manual details the events which led to the opening, in April, 1986, of the Cleveland (Ohio) Public Schools' Family Life After-School Program for urban latchkey children. Sections of the manual concern: (1) assessment of need; (2) resource inventory; (3) community input; (4) planning; (5) program design; (6) site selection; (7) program size; (8) times when the program operates; (9) curriculum; (10) transportation; (11) budget and funding; (12) policies and procedures; (13) client recruitment; (14) the purposes of 13 needed forms; (15) evaluation and monitoring; and (16) program assessment results. About half of the manual consists of appendices providing survey materials, a resource assessment form, lists of goals and objectives, a preliminary outline, a daily schedule and planning sheet, job descriptions, transportation responsibilites and records, a summary of adult education's early childhood program development grant data, program guidelines, publicity materials, and other forms. (RH)

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LATCHKEY GUIDELINES

Urban Model

CLEVELAND CITY SCHOOL DISTRICT

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AFTER SCHOOL CHILD CARE PROGRAM

FOR

LATCH KEY CHILDREN

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Special thanks are also given to the staff who conducted the program and, because of their caring, made the children's after school time, productive, happy hours. The staff included: Eugenia Abrams, Instructional Aide, Claudia Johnson, Educational Aide, and Kathy O'Neill who coordinated the curriculum and training of our staff.

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FAMILY LIFE EDUCATION

MANUAL FOR ESTABLISHMENT OF A SCHOOL-AGE CHILD CARE PROGRAM

Introduction

The times, they are a'changing. Gone are the days of the two-parent household, where daddy toils in the fields and mom stays home with the children. Gone is the "traditional" family where Gram and Gramps lived in the house next door. Gone is the mother who spent a large portion of her days doing laundry, housework, and community outreach, and baking snacks for the kids when they got home from school. Where have they gone? To work, to work. Dad is working. Mom is working. Even Grandma is working. According to Dr. Patrick McHenry of The Ohio State University in his report, "Trends in the Contemporary American Family," 60 percent of all school-age children now have working parents.

The question then becomes, who is caring for these children while their parents are at work. There has been an enormous proliferation of child care agencies over the last two decades. The network of home care providers has mushroomed as well. The majority of these sources of child care, however, focus on the preschool-age child. Resources for parents of school-age children are far less diverse and accessible. The Children's Defense Fund estimated in 1982 that almost 6.5 million children under thirteen whose mothers are employed full-time probably go without adult care for several hours after school on a daily basis.

Recent research completed in Cleveland by the School-Age Child Care Planning Project indicates that, while after-school care is readily available in many suburban school districts, there are few options for after-school care open to parents in the city of Cleveland. The need for such care far exceeds the ability of existing programs to provide care. The problem is further complicated by the low-income level of many inner-city Cleveland families, which would necessitate the formation of low-cost programs. Some doubt exists over the potential of such low-cost programs to be self-sustaining.

However, when the state of Ohio invited requests for proposals in the area of after-school care, the Family Life Education Program of the Cleveland City Public Schools developed a proposal for the formation of a "latchkey" program. The grant was awarded in October of 1985, and work toward the implementation of the program began immediately.

The following manual details the progression of events which led to the opening of the Family Life After-School Program in April of 1986. It was a challenging process made possible by a dedicated effort and a "can-do" attitude on the part of staff and the support of other community agencies. The establishment of this pilot program is but one small effort to address a mammoth problem. It is hoped that this beginning will spark the formation of other programs and continue a productive dialogue between the providers, the clients, and the schools.

ASSESSING THE NEED

When attempting to establish any new program, the very first step is to document the need for the particular service. It may seem perfectly obvious to the working parent that few resources are available, but when seeking the support of local agencies and institutions, hard data are often the most valuable ammunition. Thus, a needs assessment must be performed in order to state the parameters of the problems.

In Cleveland, a target service area had already been identified during the proposal process. Thus, we were not looking at a citywide assessment, which made the process much less intimidating and overwhelming. Due to the court-ordered busing in Cleveland, our target area consisted of the population of two local "sister" elementary schools. The children in grades K-3 attended one school, while their older counterparts in grades 4-6 attended the other (which also had a kindergarten). The two schools were both in a southeastern segment of the city but were located approximately 5 miles apart.

The needs assessment was conducted through use of a survey sent home with each child in each of the two elementary schools. The survey was a simple document which asked parents to state their need for before-and/or after-school care and assess the type, time, and costs of an affordable program. A copy of the survey is available in Appendix A.

When conducting a survey, it is important to keep all lines of communication open. First, you must secure the support of the school administration and building principals. If you have the former, particularly in writing, you should not have any problem with the latter! Second, inform all parent groups that might be interested or affected. In Cleveland, we notified the PTA presidents and the head of the School-Community Councils. Teachers in each building should be informed as to the purpose and importance of the surveys. It is far more effective to make all these contacts in person and then follow up with correspondence than to count on the written word alone. Finally, the school office staff can also be an invaluable resource in this process, and it is wise to secure their cooperation as well.

The survey was hand-delivered to each classroom in each school. A Family Life staff person spoke to each classroom to encourage the children to have their parents fill out and return the survey. Teachers were encouraged by the FLE staffer and the school principal to remind and motivate their students to return the survey. A follow-up visit to each classroom completed the process. It was found that sending the surveys out on Monday or Tuesday of the week offered the greatest "window of opportunity" for return since surveys received closer to weekends were often lost or ignored. Teachers were instructed to return all completed surveys to the school office, thus allowing for a single collection point.

Results were compiled and evaluated. In Cleveland, it became obvious that the need for after-school care was perceived by parents as being significantly greater for children in grades K-3 than in grades 4-6. It should not be interpreted that the children's or the communities' needs for older child care are less intense, but rather that parents tend to feel more comfortable with leaving children of older ages without adult supervision.

Compiling the information is obviously dependent upon the survey design. Total the responses, then break them down for each question. If the survey is simple enough, a questionnaire can be used for this purpose. If not, a tally sheet must be designed. It is wise to make a notation on the top of each returned survey indicating which school it came from. If you were dealing with a large number of schools, it would be helpful to print each survey form on a different color paper. Make sure to keep a log of all appropriate "comments" offered by parents on open-ended questions. These statements offer a personal glimpse into how the problem is viewed by parents and are often the most compelling evidence of need.

What you do with the results of the needs assessment is largely dependent upon where you are in the process. In Cleveland, we had already identified our target service area and had secured the cooperation of the school administration. Thus, our information was distributed only to the Family Life staff, concerned school personnel, and our granting agency.

Survey results can be the best tool for obtaining the cooperation of local institutions and agencies. They document the need for service and justify the formation of grassroots action groups. Additionally, the information gathered in the survey will be invaluable when designing a program to meet families' needs effectively. Finally, the survey information can serve as the base of a marketing program when the project arrives at the stage of client recruitment.

RESOURCE INVENTORY

While documenting the need for after-school care, it is vital to assure that the target population does not have the service available and that the problem is not merely one of poor communication between service providers and potential clients. At this point, it is wise to conduct a resource inventory. This is where a network of contacts and knowledge about the social service system in a particular area become invaluable. You begin by creating a list of possible service providers. Common sources would be day care centers, YMCA's, recreation programs, scouts, and other programs

whose primary focus is service to children. Design a simple survey form (See Appendix B) and begin making phone calls. Make sure you include a question such as "Do you know of any other agencies providing after-school care in the area?" This will allow you to draw on an ever-increasing base of knowledge.

Another issue to raise with providers is that of expansion of service. "Have they considered expanding their care to include after-school care?" What would it take for implementation of such a program? Capital improvement funds? Additional staff? More space? Would they consider this a desirable addition to their program? Do they need sustaining operating funds? A copy of the form used in a Cleveland resource inventory can be found in Appendix B.

COMMUNITY INPUT

The lack of school-age child care has a communitywide impact. First, we have the concern of a child's welfare when he or she lacks supportive adult supervision for extended periods of time. A study by Thomas and Lynette Long, reported in "The Handbook for Latchkey Children and Their Parents," revealed that children in an urban setting who cared for themselves expressed significantly more fear than those who had adult supervision. Secondly, the concern extends to the community at large when we consider the unmet needs of parents wanting care and the long-range implications of large numbers of children left alone for significant periods.

If the problem impacts the entire community, it stands to reason that the most effective solution will draw upon wide-based community support. It is vital, then, to build a network of concerned and knowledgeable individuals who will represent a broad spectrum of viewpoints concerning school-age child care issues. One way to bring this network together is through formation of an advisory council. Some of the resources contacted in Cleveland who have contributed positively to our program are listed below:

- Representatives from the school system: administrators, teachers, social workers
- Recreation departments
- State or county agencies
- Representatives from child care agencies - both proprietary and nonprofit
- Parent groups such as the PTA
- Members of the academic community with expertise in child care issues
- PARENTS: those who seek or will use this type of program

Members of the advisory council can perform many functions. First and foremost, they can offer a wide base of expertise, community knowledge, and professional perspective. They also lend credibility and support when the program reaches the implementation stage. The council will be useful both in the planning, design, and operation of any school-age program. The usefulness of such a body makes early formation of this coalition a real necessity.

WHAT NEXT?

In reviewing, we are going to presume that the following steps have been taken and decisions made.

1. Formation of core group seeking after-school child care service
2. Needs assessment completed documenting the need for after-school care
3. Resource inventory showing that this would not be a duplication of service
4. Evaluation completed and decision made to form new program as opposed to expansion of existing program
5. Writing of goals and objectives complete with timetable
6. Formation of advisory council complete

Once these steps are completed, we come to a process that is all too frequently omitted, particularly when dealing with time constraints. It bears repeating, however, that when this vital stage is skipped, the time required later to execute a well-designed program increases exponentially. The process, of course, is planning, and must include both long-term and short-term goals.

PLANNING

The planning process is started by making an assessment of what has been accomplished thus far. Usually, this engenders two realizations: 1) an enormous amount of work has been generated; and 2) there is still an enormous amount which remains!

Once a data base has been developed, analysis of the situation must begin. Does the need exceed the resources? Can current resources be expanded to meet the need? If new programs are to be developed, who will take ownership of the programs?

It is at this stage of development that goals and objectives can be written. This will provide a "master plan" outlining program design, target population, barriers, interaction with other agencies and institutions, and fiscal and policy matters. It should also include a specific timetable for action and evaluation. Cleveland's goals and objectives and plan of action can be found in Appendix C.

The plan to be written for the establishment of an after-school program should include the following categories:

- Ownership, responsibility, and liability
- Site
- Staff
- Program timing
- Program design, including curriculum, activities, parent involvement, transportation, food, safety, times of operation, and enrollment size
- Licensing (School-board owned and operated systems are exempt in Ohio, but must maintain staff/child ratios as specified in H.B. 435, Section 5104.11, ORC)
- Administration, including registration, payment policy and forms, health requirements and forms, supplies and equipment, maintenance of written records, etc.
- Budget, including fees, expense and income projections, capital expenses, payroll, and budget analysis
- Policies and procedures
- Client recruitment
- Evaluation

The planning process must include specific criteria for decision making and evaluation. For example, the site criteria might be as follows:

1. located within a school or a conveniently available building
2. acquired for affordable rent and maintenance costs
3. suited for housing 24 children comfortably
4. equipped with both indoor and outdoor play areas
5. in compliance with all state, city, and local code requirements

There are two crucial factors in the planning process that should be highlighted. When attempting to begin any new program, particularly one owned and operated by a school system, it is vital to educate and identify those individuals within an administration, school board, and/or PTA who will support the concept. These key individuals will be invaluable in helping garner additional support as necessary. The more powerful your advocates, the easier the job of implementation will be, particularly when you are faced with the inevitable roadblocks. These people would be invaluable as members of the advisory board, but even if they are unable to devote that much time, the effort spent in keeping them well-informed will be a good investment.

The second crucial factor reiterates the old saying that "timing is everything." There is a limited window of opportunity in the establishment of any program related to school-age children. When creating the plan of action, the timetable should be set by moving backwards from the date of program start. It is highly recommended that a new program be launched at the opening of the school year simply because that is a time when most people are willing to make changes in child-care arrangements. This is not, however, when they make the decision. Laying the educational groundwork for clients should be done near the end of the prior school year and over the summer. This is when parents make their decisions about how their children will be cared for during the school year. The following schedule is a rough approximation of timing for a school-age program:

September of year prior to program opening:

- Form core group
- Decide how needs assessment will be done
- Community outreach
- Decide how resource inventory will be conducted

October-November

- Perform needs assessment
- Resource inventory
- Evaluation of results
- Write goals and objectives

November-December

- Identify and educate key people in administration/PTA/community
- Form advisory council
- Review/rewrite goals and objectives with advisory council

January-February

- Budget projections / Is program to be self-supporting or subsidized?
- If subsidy is necessary, investigate and request ongoing support
- Write detailed plan of action
- Evaluate plan with advisory council and rewrite as necessary

March-April

- Define cost parameters
- Locate site
- Design program
- Write job descriptions and responsibility flow charts

May-June

- Write policies and procedures
- Establish final budget
- Educate parents before the close of school as to program basics:
  - time, site, holiday availability, teacher qualifications, fees
- Client recruitment

July-August

Hire staff

Buy supplies and equipment

Staff and administration write detailed curriculum and lesson plans

Administrative "nitty-gritty," e.g., enrollment, health, payment forms

Continue client recruitment - make follow-up phone calls to all expressing interest, promote local publicity, distribute flyers to all parents in affected areas

and everything else!

September

PROGRAM OPENS!

PROGRAM DESIGN

In school-age child care, as with most other things in life, there are few RIGHT answers. What is right and appropriate for one community or city may be the least desirable option for another.

In the Cleveland program, certain parameters were established at the onset. Under the grant requirements, the latchkey program had to be owned and operated wholly by a public school district. This is obviously only one option of many, but it is this option that will be addressed here.

School ownership of the SACC program brings both benefits and drawbacks. One of the major benefits is that schools are generally perceived by parents to be "helping" and have an established credibility in the community. There is easy access to professionals with high levels of expertise in dealing with child-related issues. Schools have a vested interest in the establishment of well-functioning after-school care programs, since such programs often offer enrichment and tutorial aid. Locating the program in a school provides a real continuity of care for both parents and children. School facilities are logical sites for program location, since they have all the necessary equipment and access to suppliers. It is quite common for schools to provide in-kind services and support for after-school programs, which significantly reduces costs.

From a negative point of view, school ownership of the program might appear to lock the program into paying salaries that are more consistent with those received by certified teachers than with the commonly lower day care professional salaries. This increase in personnel costs may offset or negate the positive contribution of in-kind services. Cleveland avoided this problem through the use of certified educational aides as program staff. If the budget in the school-age child care program is tied in with the total school budget, it may mean that when dollars are scarce, the program will face cutbacks. The bureaucratic nature of school systems may make changes difficult and generate significant amounts of paperwork and thus "hidden" costs.

When designing a program, it is important to keep in mind that each decision will impact other factors. For example, choice of site will certainly impact on transportation needs. Decisions about the qualifications of staff will influence the budget, which will, in turn, affect program size,and so on. In short, design your program, but be prepared to make changes, compromises, and trade-offs along the way. Program design is a process as well as a final product. Moreover, there is always an element of "which comes first, the chicken or the egg?" Is the budget set before determining the number of children served? Do we base our child-staff ratios on quality or financial constraints? The answers usually lie somewhere in the middle.

While it is not always possible (or wise) to begin with a definitive budget, it is always wise to consider each decision in light of budgetary guidelines. A major consideration is whether or not the program is to be designed to be (a) self-supporting; or (b) subsidized. According to the needs assessment, can the clients afford to pay fees high enough to create a self-sustaining program? If it is to be self-supporting, will client fees cover all operating costs or will it be necessary to conduct fund-raising activities to cover the difference? If the program is to be subsidized, what will be the source of the money? Are there school, governmental, or private funds available?

Budget factors were clear in Cleveland. Our needs assessment clearly indicated that the program would have to be subsidized. People simply could not afford to pay the full cost of care. This realization was reinforced by family income data available through the Cleveland Public Schools. Most school districts keep these kinds of records; sometimes the free or subsidized lunch programs have income data available.

SITE SELECTION

In Cleveland, since we were dealing with a pilot project, our target area was well-defined. The original plan was to locate the program in one of the two elementary schools. The facilities were excellent. There was a high level of support from the school administrator and his staff, and an excellent teacher had been located to run the program. Unfortunately, the needs assessment indicated that the vast majority of parents who sought after-school care were located at the other school. The school with the need had no space for the program. This was a severe setback, but perseverance led us to a site only one block from the school which was owned by the Metropolitan Housing Authority and used during the school day for programs run by the Family Life Education Program. The space was well-designed to accommodate school-age children, had cooking facilities, provided large muscle areas both indoor and outdoor, and was accessible to residents living in the area.

Many factors have to be considered in selecting a site:

- Is the location convenient for both children and parents?
- Does the site offer facilities amenable to the age of children in the program?
- Is there a suitable outdoor area?
- Is the site safe?
- Is there an area that can be set aside for quiet play?
- What are the costs associated with the site (rent, maintenance, heat, light, and electrical)?

PROGRAM SIZE

The number of children served in an after-school program is one of the primary factors in determining site adequacy and staff size. There will be local and state regulations concerning both child-staff ratios and square footage necessary per child. Policy decisions must be made as to whether the SACCP will meet or exceed these standards. The site may be the determining factor in deciding the number of students, or the number of students necessary to generate income for a fiscally responsible program may be the deciding factor.

Cleveland's program was designed to serve no more than 36 children with two aides serving as teachers. Fortunately, no testing of this ratio was necessary. The actual ratio has been 1:10, and staff consensus is that 1:12 is optimum.

TIME OF PROGRAM OPERATION

Along with the site selection, one vital variable to be determined is precisely when and for how long the program will be offered. Several factors will influence this decision. When will the site be available? What time do the affected schools close and how will the children be transported? Based on information gathered from the original survey, what times can parents pick up their children? How will program costs be impacted by the length of operation? Will the program operate on holidays? Over the summer? Will entrance into the program be limited to "full-time" children or will "part-timers" be accepted as well?

Cleveland's program ran from 3:00 p.m. to 6:00 p.m. daily, Monday through Friday. Parents indicated less of a need for before-school care, making it financially unfeasible at this time. The policies developed did include additional charges for late pick-up, a chronic problem in day care programs.

CURRICULUM

In an after-school child care program, curriculum needs to be highly flexible and responsive to the individual needs of the group. Participants tend to come from a broad spectrum of grades, levels of cognitive development, and social skills. Thus, while curriculum goals must be clear and appropriate activities must be planned, the "course of study" should be keyed to the needs of each particular group.

The following curriculum goals were established for the Cleveland after-school program:

1. To foster the concept of self-worth in each and every child.
2. To assess each child's ability and develop enrichment activities that would enhance cognitive skills.
3. To plan activities that would draw a widely diversified group together.
4. To focus on social development skills both as individuals and within a group.
5. To incorporate large-muscle-building activities and sports into the daily program.
6. To make the after-school program something which children look forward to attending, something that is both fun, challenging, and comforting.

Appendix D offers a sample activity schedule, lesson plans, and an activity list.

To children, a program is the people. They don't place much emphasis on location, curriculum, transportation, or supplies. If the people who greet them at the door each day are people they trust and look forward to seeing, the program has taken a giant step toward success. Thus, the selection and hiring of staff becomes one of the most crucial factors in the success of any after-school program.

In a program owned and operated by the school, there are several logical sources for staff. One is the teaching staff of the schools affiliated with the program. They have the professional expertise and the knowledge of how the school system works. However, the pay scales are often unrealistic for a program which needs to be fiscally self-sustaining. Moreover, having taught a class for an entire day, it is a difficult task to change gears and enthusiastically and energetically lead another group for an additional 2 or 3 hours. There may, however, be part-time staff for whom such a transition would be less taxing.

Staff can also be drawn from the aides currently employed by the school system. Use of this type of employee tends to bring costs down, and yet it still assures that the program will be managed by people familiar with the children and the school system. Other options to consider would include the use of college students with an education background, vocational education students, day care workers, and recreation staff.

In Cleveland, a unique situation existed. The program was administered by the Family Life Program of the Division of Adult and Continuing Education of the Cleveland Public Schools. Family Life's main thrust is parent and child education, and it has a well-qualified staff of teachers and teacher's aides from which to draw. Two certified educational aides who had extensive experience with school-age children were chosen to staff the program.

Once the basic program parameters have been established, the hiring process can begin. The first step is to draw up a clear profile as to what qualities and qualifications are being sought in the staff. A salary range must be established in keeping with the budget and must include all fringes offered. It is at this point that staff job descriptions must be written and available to all applicants. (See Appendix E). Keep in mind the ultimate program goals when interviewing potential staff. Do they really enjoy kids? Are they flexible enough to fit into a program drawing a wide range of ages and abilities? Can they design and implement lesson plans? Will they accept supervision? Have they worked with school-age children previously and, if so, in what capacity? These are but a few factors to consider when selecting staff.

Orientation of staff and inservice training are vital elements because of the diversity of students in the program. Some children arrive needing a physical outlet after being cooped up in a classroom all day; others are fatigued and need a place for "time away" before participating in group activities. Orientation should stress the need for flexibility in dealing with different needs.

Clear statements of job descriptions, curriculum goals, suggested activities, and behavior policies should be available to teachers well in advance of the program starting date. Administrative matters should also be clearly defined. (See the section entitled "Nitty-Gritty") Optimally, teachers will be included in the development of these areas. The orientation process will be enhanced through the use of a staff manual which outlines program goals and objectives, policies, and administrative tasks and forms. Approaching the task as a professional team and valuing the input from all concerned parties will help in the establishment of a successful program.

Inservice training somewhat depends on the size of the program. In a small pilot program such as the one in Cleveland, inservice was conducted almost on a daily basis. Since Cleveland's program was new, there were many "bugs" to be worked out. Time was allotted on a regular basis for individual consultations with the teaching staff, and program adjustments were made on the basis of shared responsibility. In a larger program, more formalized staff meetings will probably be necessary, but the sense of sharing the challenges is an attitude that will have a positive effect no matter what the size of the program.

As with any teaching program, there will always be a need for substitutes. It is wise to plan for this right from the very beginning. Substitutes can go through the same orientation procedure used for the regular staff. Additionally, substitutes should spend some time working in the program with the teachers, so they will have a clearer picture as to how the system works.

TRANSPORTATION

If the program is being operated in a school building and the only participants are students in that school, then transportation is not an issue. Frequently, however, a program will draw from more than one school building or the site for the program will be separate from the school building. In these instances, transportation considerations are important and have a major impact on program costs and times.

School-owned transportation systems are accessible for service within parameters set up by the local administration. It is useful to determine a district's transportation policies very early in the program design process (See Appendix F). Transportation is frequently perceived by parents as being one of the major barriers to accessing appropriate after-school care for their children.

Cleveland's program was complicated by the fact that there is extensive cross-town busing. Fortunately, the target site consisted of two "sister" schools on the same side of town, about 5 miles apart. This made the task of dealing with transportation less overwhelming. Busing actually serves part of the function of after-school child care, in that it frequently extends the school day by a significant length of time. The negative aspects are the lack of enrichment and physical outlets. The transportation department of the Cleveland Public Schools was quite amenable to making changes in pick-up and destination for children enrolled full-time in the after-school program. Part-time changes in transportation were not welcomed.

One key point in making transportation arrangements within a school system is the importance of identifying a key person within the transportation department and dealing exclusively with that person. A copy of the school's transportation policy should be obtained and studied so that both parents and after-school administrators know what the rules are.

BUDGET AND FUNDING

As stated previously, the first budget decision must be whether or not the program is expected to be self-supporting. There are many examples of programs where fees cover 100 percent of operating costs. Another major variable is the donation of in-kind services from various agencies and institutions. In a school-owned program, these donations generally take the form of administrative, site, and/or equipment costs. Frequently, the after-school care program can purchase its supplies through the school system purchasing office, resulting in additional savings. There is also a significant financial advantage in being included in the system's liability and medical policies.

A budget is a projection of anticipated costs, expenditures, and income. It is the budget designer's calculation of what will happen in the future and it provides a specific set of data against which to measure performance. A statement by Gwen Morgan, a professor and nationally known day care expert from Wheelock College says it well:

> Budget is policy. All our dreams and aspirations for what we want to accomplish for children, for families, for staff are expressed in the budget in the language of money. Every line item in the budget is a policy decision, which directly determines what the program will be. Whoever makes the budget makes those policy decisions.

When the time comes to prepare a definitive budget, there must be a very clear picture of what the program will be. Obviously, budgets will vary enormously from program to program, but certain basic considerations will be common to all. Staff costs will probably be the largest single expenditure. There are always administrative costs attached to any program - the non-teaching time necessary to plan, to train, to buy supplies, to clean-up, etc. There will almost always be capital or start-up expenses that will occur one time only as opposed to ongoing costs.

The other side of the budget coin is income or resources. One of the major sources of income for the after-school program is parent fees. A basic decision that must be made here is the type of fee scale to be established. There are three basic types: a flat fee, a sliding fee scale, and a scholarship program. The decision as to which type is appropriate for a specific program is based on parents' ability to pay, the amount of funds needed for program operation, fees charged in the community by similar programs, and, the bottom line, how much will resources allow the program to subsidize parents?

The following sample budget is from the School-Age Child Care Action Manual written by four authors from the Wellesley College Center for Research on Women. The budget is included here because it is an excellent example of major costs and income factors.

COSTS

I. Personnel
   A. Salaries and Wages
      1. Administrative
         a. Director
         b. Administrative Asst./Secretary/Bookkeeper
      2. Teaching
         a. Head Teacher
         b. Teacher
         c. Work-Study Asst.
         d. Substitutes
      3. Social Service
      4. Nurse
      5. Cook
      6. Custodial
      7. Driver
   B. Fringe Benefits
      1. FICA
      2. Unemployment
      3. Other (medical, sick, personnel, maternity leave)
   C. Consultants
      1. Training
      2. Other (planning)

II. Space and Utilities
   A. Space
   B. Utilities
      1. Heat
      2. Light
      3. Telephone

III. Equipment, Furniture, Vehicles
   A. Educational
   B. Administrative/Office
   C. Food Service
   D. Custodial

IV. Consumable Supplies
   A. Educational
   B. Administrative
   C. Food Service
   D. Custodial

V. Food
   A. Equipment
   B. Supplies
   C. Food

VI. Transportation
   A. Vehicle purchase/rental and gas
   B. Field trip - bus fares, fees, etc.
   C. Staff travel
      1. Local
      2. Long-distance

VII. Publicity and Advertising

VIII. Other fees
   A. Licensing
   B. Insurance
   C. Audit

IX. Miscellaneous

INCOME

SOURCE	START-UP	OPERATING
Parent Fees		
Registration fees		
Tuition		
Government Funds		
Title XX		
USDA		
Other (state)		
Fund-raising		
Foundation gifts		
Individual gifts		
Other (raffles, auctions, etc.)		

Cleveland's detailed budget is included in Appendix G. The budget situation was unique in Cleveland because the program experienced a starting date in April as opposed to January as was originally scheduled. Also, in major urban systems, the budget process is often highly complex and time consuming. The Cleveland budget could not be approved by the school board until the money from the state grant was received, as policy prohibits budgets being based on projected income. The lesson to be learned here is that each and every district will have policies and procedures which will impact the budget process tremendously. To repeat: These are the types of situations where the mentors developed along the way will help to smooth the path for new programs.

POLICIES AND PROCEDURES

Policies and procedures are the methods by which you "predict the future." Like the budget, the policy guide is an attempt to anticipate challenges and problems, to communicate actions and reactions, and to standardize responses. If both parents and staff participate in the creation of program goals and policies and procedures, a solid operation based on consensus will result. For those who did not participate in the process, clear communication of the issues and the results is vital.

Areas which will require policy and procedure decisions include some of the following:

- Enrollment
- Fees/payment schedule
- Emergencies
- Absences
- Clothing
- Program responsibilities
- Program goals
- Parent involvement
- Schedule
- Behavior/Discipline
- Drop-off & Pick-up
- Illnesses
- Special circumstances
- Late fees
- Food
- Medication

These decisions can best be communicated to parents in a written format such as a parent handbook. Cleveland's Child Care Program Guidelines are included in Appendix H.

CLIENT RECRUITMENT

This may seem like an odd title. After all, the needs assessment and resource inventory have shown that there is a real and perceived need for this service in the community. Logic would indicate that the mere announcement of such a necessary program would bring clients flocking to register. This, however, is not the case.

The after-school child care program is a NEW program. It is untried, it is unfamiliar, and there is no sense of established trust. Research in Cleveland indicates that safety for children is the number one parental concern -- and that parents are unlikely to trust an unproven program initially. The way in which you approach parents has enormous impact. If initial contacts are positive, with caring attention paid to parental concerns, the program will take a giant step toward success.

There are many potential vehicles for informing people about the new service.

- The needs assessment should provide you with a base of names, addresses, and phone numbers. Send a letter with detailed information about the program and follow up with phone calls (See Appendix F). The phone calls are a fruitful opportunity not only to gauge interest, but also to elicit further input from the parents on program content.
- Meet with key parents at the target schools and solicit their help. Make a presentation at a PTA meeting.
- Fliers can be sent home with schoolchildren, church schools, school personnel, and social workers, and distributed throughout the target neighborhoods.
- Press releases advertising new programs are often accepted by local newspapers at no cost. If this fails, consider placing ads.
- Contact all local child-related agencies. These can be a frequent source of referrals.
- Remember to contact all individuals and agencies that have helped with the establishment of the program. They will also serve as potential sources of clients.
- The best publicity will be provided by the satisfied parents whose children attend the program.
- Fund an outreach person to make personal visits with families. It would be ideal if this could be one of the teachers.
- Public service announcements should be sent to local radio and television stations.

Cleveland utilized all but the final two publicity vehicles.

All publicity information should include site location, fees, times, sponsoring agencies, definition of the program, availability of financial aid, enrollment information, and a phone number to call for further information (See Appendix I).

Recruitment is an ongoing process. New people move in, and there are always potential clients who didn't "get the message" the first time. Additionally, the public image of the program as positive and supportive is a vital ingredient in the recipe for success. The need for good public relations doesn't stop with the opening of the doors; it continues throughout the life of the program.

NITTY GRITTY

This is the section that deals with that bane of the administrator's existence: the dreaded form. Which forms will be needed? How do you design them? Who is responsible for them and how long do you have to keep them? What do you do with the information once it is collected? The answers to these questions will vary substantially from program to program, but again, there are basics which are probably common to all.

Enrollment and Registration

These will permit a record of all those applying for admission to the program. Decisions will have to be made as to how families will be admitted, should enrollment exceed capacity. Will you charge a registration fee?

Information Form

These are for families actually participating in the program. Each one should contain basic demographic data on a child, the parent's home and work phone numbers, special family considerations, and any information the program deems necessary about the family and child.

Health & Emergency Form

This provides a body of information concerning each child's health and immunization status, the names and phone numbers of physician and dentist, information on where to contact parents in time of emergency, guidance on providing alternate care to an ill child, and the name of a preferred hospital. If the program has a separate administrative location, there should be two copies of this form, one to be kept on-site. It is vital to have this updated periodically.

Financial Aid Forms

Whether the program uses a sliding fee scale or a scholarship program, some documentation of family income is necessary to apply for financial aid.

Attendance Forms

These permit an accurate historical record of who was present on a day-to-day basis.

Release or Exchange of Information Forms

These permit an exchange of information between institutions concerning the status of individual children. These are particularly helpful if handicapped or developmentally delayed children are enrolled in the program.

Payroll Forms

These must be established with the fiscal agent of the program. They include time sheets, medical and insurance forms, unemployment and workman's compensation, FICA, withholding forms, and any and all pertinent state, local, and federal tax forms.

Transportation Forms

These are for any students participating in any transportation system to and from the after-school program.

Payment Forms

These allow an up-to-date accounting for parents and staff on the status of payment for service.

Bookkeeping Forms

These are set up in conjunction with the budget. They allow for monitoring expenditures and income against projected figures.

Field Trip Permission Forms

These are necessary for any excursions outside the immediate premises.

Liability Forms and Waivers

These may be required for insurance purposes.

Parent-Teacher Conference Forms

These are written communications used to evaluate the child's progress in the program.

A compendium of forms developed by Family Life for specific use in the Cleveland program can be found in Appendix J.

EVALUATION AND MONITORING

There are many different angles and perspectives from which to evaluate an after-school program. Once the program is established, the first analysis should probably consider the process itself. What could be done differently? Were there areas that required large time investments for little return? What people or agencies should you have included in the process who were omitted? Was the timing right? This "Monday morning quarterbacking" can be valuable on two fronts: first, it allows participants to re-establish priorities and to appreciate accomplishments fully; second, it is enormously helpful to others who attempt the same task.

Next on the evaluation list is program evaluation. This, too, should be approached from different perspectives. The assessment should be done by children, parents, teachers and administrators, and other people with a vested interest in the program such as advisory council members, school officials, and leaders of affected agencies. All these people will bring different insights to the program itself, and their responses will form a significant body of information as to how this particular program is perceived. In a new program, this type of evaluation might be conducted after a "shake-down" period of six months and annually thereafter.

When talking evaluation, one cannot forget staff evaluation. No matter how small the program, this needs to be accomplished on a regular and consistent basis. It is particularly vital to have frequent contact in the early days of a new program, when lasting impressions are formed. Remember that to clients, the teaching staff makes a far more weighty impression than any other single element of the program. Moreover, new programs and their "bugs" tend to make heavy demands on staff members, and they will need the support offered by frequent contact. The early, informal contacts will also provide administrators with topics for inservice training sessions.

Cleveland's first step in staff evaluations is a self-assessment. The same form is also completed by the supervisor, and a personal conference to compare the results follows. The goal of the conference is to reinforce strengths and discuss areas and time frames for improvements or changes.

All assessment forms and the results of the parent's program evaluation from the Cleveland program are contained in Appendix J.

PROGRAM ASSESSMENT RESULTS

Cleveland's program was a small pilot program, which encountered some whale-sized obstacles along the way. Originally scheduled to open in January, there were setbacks which culminated in a mid-April opening date. There is not a single staff person who would recommend duplicating this time schedule. In spite of all the turmoil, a small program is making history in Cleveland.

In this report we were asked to address the question: Who was helped? If we look at the numbers, they are small indeed. As of May 15, 1986, only 11 children were enrolled in the program. By early June, the number had grown to 19 children. When one considers that the program did not open until mid-April, a time when families have made their child care arrangements for the year and are reluctant to change them, it is astonishing that any parents participated at all. This is particularly surprising, since Cleveland could not offer parents the promise of a program that would exist beyond June. And yet, major progress has been made. Cleveland Public Schools has accepted ownership of this program and has provided a service that it has not provided Cleveland families in over ten years. The families that have been involved in the program are supportive and grateful for the high quality of care. The parent evaluation conducted in June revealed that 92 percent of the parents thought the program was "excellent." Some comments were, "helps my kids learn things that I don't have time to teach them"; "I don't have to worry like I used to about leaving my kids alone so I can do a better job at work"; and "This program is great! My kids love to go."

As we evaluate the past and look to the future, some clear conclusions can be drawn:

- In Cleveland, the high incidence of low-income families indicates a need for ongoing subsidy of an after-school care program. Fees will not support operating costs.
- The current sliding fee scale is not adequate if the program is to grow. The pilot project is located in a Cleveland Metropolitan Housing Project, and fees had to be minimal.
- Research indicates that there is an acute need for this type of program throughout the community (See Appendix L).
- the costs of leaving children unsupervised must be considered.

The face of our society is changing. While the schools cannot and should not take on the burden of solving all social ills, there is a logical marriage between school systems and after-school care programs. This report is intended to serve as a tool to other systems, wishing to explore the possibility of establishing such a program. The task is best accomplished through a coalition of community resources of which the schools are only a part. For most urban systems, a collaboration among resources will probably be the only solution when faced with the question, "Who will take care of the children?"

APPENDIX A

FAMILY LIFE EDUCATION PROGRAM

1332 West 28th Street
Cleveland, Ohio 44113
(216) 696-2677

Office of Adult and Continuing Education
CLEVELAND PUBLIC SCHOOLS

March 3, 1986

Dear Parent:

We are looking at the need for before and/or after-school care for children in grades kindergarten to sixth grades (ages 5-12) in Warner and Anton Grdina Schools. We need your opinions and suggestions on the need you have for this type of care, and have attached a survey for your use. Please complete only one copy of the survey, and return it to school with your child tomorrow.

The survey is being conducted by the Family Life Education Program of the Cleveland Public Schools. The results of the survey will be used to determine the need for more or better programs for school age children, and to help plan how these care programs can be provided.

The Center for Human Services has a central information and referral service on existing child care program. If you need help in locating programs, please call them at 431-1991.

If you have any questions on the project, please call Sandra Holmes at 696-2677 during regular working hours.

Thank you for your help in this matter.

Sincerely,

Katherine A. McWilliams
Director
FAMILY LIFE EDUCATION

KAMcW:sm

RETURN TOMORROW

PARENT OPINION SURVEY

ON BEFORE AND AFTER-SCHOOL CARE PROGRAMS

Many families need help in caring for their school-age children (ages 5 to 12) during the hours before and after school. Please take a few minutes to complete the questions below, and return the survey to school with your child tomorrow or as soon as possible. Complete only one form per family. The results of this survey will help identify the need for before-school and after-school programs, and will assist local agencies in providing more or better services. The Family Life Education Department of the Cleveland Public Schools is conducting the survey. If you have any questions, please call Sandra Holmes at 696-2677.

1. Please list your children ages 5 - 12 (youngest first)

First Name	Age/Grade	School	Bused?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. After school, are your children: (check all that apply)

_____ Cared for by parent

_____ Takes care of self

_____ Cared for by brother/sister

_____ Other (please explain)_____

_____ Cared for by neighbor or babysitter

_____ Goes to recreation or youth program

3. Do you have any unmet need for child care before school?

_____ Yes _____ No

If yes, please explain _____

4. Do you have any unmet need for child care after school?

_____ Yes _____ No

If yes, please explain _____

5. Is your home headed by a single parent?

_____ Yes _____ No

6. Why do you need before-school and/or after-school care?

_____ Working _____ Looking for work

_____ School _____ Other (please explain below)

_____

7. Would you be interested in having any of your children attend a before-school or after-school child care program located in a convenient neighborhood school?

_____ Yes _____ No

8. If yes, what is the most you could pay per child each week for a before-school and after-school program?

_____ $10 _____ $15 _____ $25 _____ $45

9. What time could you drop off and pick up your children?

_____ a.m. drop-off time _____ p.m. pick-up time

10. Would you need any special transportation arrangements?

_____

_____

11. Do you remember receiving a flyer about an after-school program at Warner School?

_____ Yes _____ No

12. Please give us your general feelings, opinions, and suggestions regarding care for school-age children.

_____

_____

_____

If you need help in obtaining child care services for your school-age children, please call the Center for Human Services at 861-3995 or print your name, address, and phone below and they will contact you.

_____

NAME ADDRESS PHONE

THANK YOU FOR YOUR HELP WITH THIS OPINION SURVEY

APPENDIX B

BEFORE-SCHOOL AND AFTER-SCHOOL RESOURCE ASSESSMENT

Program/School District _____

Director _____

Address _____ Phone _____

Agency provides the following type of service:

1. Type | Grades | Hours | Cost

   Before school

   After school

   Combined

   Summer/Holiday Care

   Comments: _____

   _____

   _____

2. Funded by

3. Number of children served _____ Staff _____

4. Transported to site by _____

   Cost to parent or program _____

5. Program Specifics _____

   _____

   _____

   _____

6. Relationship between school board and program _____

   _____

   _____

APPENDIX C

FAMILY LIFE EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM
GOALS AND OBJECTIVES

Goal:

To establish an after-school child care program owned and operated by the Cleveland Public School System. To create a program which will enhance the child personally, academically, and socially and to provide a necessary service to parents.

Objectives:

To write a grant proposal for funds to establish a pilot latchkey program under the State Department of Education.

To determine the need for such a program.

To meet with other agencies which have an interest in after-school care to gather their input and suggestions.

To perform a resource assessment to ensure that there will be no duplication of service.

To evaluate both the needs assessment, resource evaluation, and agency input, and make a decision as to the feasability of the program.

If the program is deemed feasible, form an advisory board to oversee program philosophy, design, and implementation.

Write a plan to implement program design, staffing, client recruitment, site selection, budget, policy, and evaluation.

Execute the plan. Establish a monitoring system to evaluate phases of operation. Be flexible. Keep the needs of the children and parents as the primary consideration.

Evaluate both the plan, the process, and the program.

Make a decision as to future steps.

LATCHKEY PILOT PROJECT
CLEVELAND PUBLIC SCHOOLS
1985-86

Preliminary Outline

I. Application Process
   A. Receipt of RFP in August, 1985
   B. Meeting with representatives from Cleveland Public Schools and University Settlement to determine whether or not a cooperative effort would be possible
   C. Submission of application to the Ohio Department of Education
   D. Notification that grant was received - October 1985

II. Start-Up of Project
   A. Selection of site (this had been done previously in the fall of 1984 for another proposal which had not been granted)
   B. Determination of site at Warner School
   C. Meeting with school principal and maintenance person
   D. Meeting of program coordinators with members of the Ohio Department of Education in Columbus
   E. Second meeting with representatives of Cleveland Public Schools and University Settlement
      1. Choosing program coordinator
      2. Determining plan of action
   F. Hiring of staff (teacher and aides)
   G. Ordering supplies and equipment
   H. Recruiting members for advisory council
   I. Investigation of licensing requirements
   J. Establishing curriculum plan
   K. Setting up facility which will house program

III. Orientation for Teacher and Teacher Aides by Program Coordinator and Educational Consultants

A. Overview of program and its implications as a pilot project
B. Discussion of job descriptions of teacher and teacher aides
C. Procedure to be taken in emergency situations
D. Record keeping
E. Lesson planning
F. Emotional, psychological, and physical development of the child, 5-10 years old
G. Legal responsibilities
H. Latchkey program and licensing requirements according to the regulations of the State of Ohio
I. Collection of fees for service
J. Procedure to be taken in ordering supplies and equipment
K. Review of curriculum
L. Student evaluation
M. Program evaluation

IV. Recruiting of Clients

A. Initial random survey of needs in the Warner-Turney area
B. Determination of eligibility requirements
C. Preparation of necessary forms, e.g., registration forms, physician forms
D. Publicizing program through media
E. Communication with neighborhood schools, public and parochial, and schools to which neighborhood children are bused.
F. Communication with neighboring churches and other organizations

V. Commencement of Program
   A. Orientation for children
      1. Introduction of teacher and teacher aides
      2. Rules and regulations
      3. Becoming familiar with building and facilities
   B. Orientation for parents
      1. Introduction of teacher and aides
      2. Rules and regulations
      3. Tour of building and playground area
      4. Procedure in emergency situations
      5. Discussion of dealing with child who may be separated from parent(s) for the first time during after-school hours
      6. Request for parent involvement in program
      7. Responsibilities of parent concerning program

VI. Advisory Council
   A. Meeting schedule
      1. First meeting scheduled during start-up of program
      2. At least 3 other meetings scheduled before program termination
   B. Responsibilities of advisory council

VII. Daily Operation of the Program
   A. Daily schedule
   B. Teacher's and aides' schedules
   C. Sign-in/out procedure
   D. Attendance records

VIII. Involvement of Parents
   A. Members represented on advisory council
   B. Parent orientation to program
   C. Regular written communications to parents from staff, regarding program activities
   D. Involvement in evaluation process by completing questionnaires periodically
   E. Regular visiting to program to observe and participate in program

IX. Monitoring Plan

A. Computerized daily record to facilitate writing of manual at end of the program

B. Initial random survey of need

C. Periodic questionnaires and also a follow-up survey submitted to parents for their evaluation

D. Mid-year and final reporting to the Ohio Department of Education

E. Financial accounting done through the Cleveland Public Schools

APPENDIX D

LATCHKEY DAILY SCHEDULE

3:00 - 4:15	-	Free Play & Guided Activity Own choice of activities Quiet table game Cognitive skills development activities
4:15 - 4:30	-	Snack Time
4:30 - 5:00	-	Group Activity Arts & crafts Group games Cooking Movies Puppet theatre
5:00 - 5:45	-	Outside Activity/Free Play Time Cooperative games Large-muscle activities Nature walks
5:45 - 6:00	-	Clean-Up Time
6:00	-	Pick-up of children

5-5-86

LESSON PLANNING SHEET

WEEKLY LEARNING GOAL(S) SOCIAL DEVELOPMENT SKILLS; SELF WORTH

TEACHER/AIDES: EUGENIA ABRAMS/CLAUDIA JOHNSON CLASS: AFTER-SCHOOL CHILD CARE CENTER: GARDEN VALLEY

WHEN	GROUP ACTIVITIES	RESOURCES/SUPPLIES (What Is Needed)
Monday, May 5th	Activity/V.I.P. Badges Explain V.I.P./Why they are V.I.P.'s	Construction Paper, Crayons Scotch Tape
Tuesday, May 6th	Cooperative Games Ball & Blanket Big Snake	Ball, Blanket, Mat, Table
Wednesday, May 7th	Make Cupcakes	Cupcake Pan, Cupcake Papers, Box Mix, Eggs, Frosting, Sprinkles
Thursday, May 8th	Field Trip to Zoo	Bus Tickets
Friday, May 9th	Movie and Popcorn	Movie from Library, Projector, Popcorn Popper, Oil, Butter, Salt, Popcorn, Napkins

AFTER TEACHING, DECIDE
a) How did it go?
b) Would I do it again?
c) What can I improve?

APPENDIX E

LATCHKEY PROGRAM

JOB DESCRIPTION

POSITION TITLE:	Teacher
QUALIFICATIONS:	High School Diploma, preferably some training in child development, previous experience working with school-age children, ability to plan and execute lesson plans, flexible, warm attitute.
BASIC FUNCTION AND RESPONSIBILITIES:	Act as a facilitator for children in a creative, fun environment with a teaching style that is characterized as warm and supportive.
	Be responsible for a group of children, including preparing lesson plans evaluating each day's activities.
	Arrange materials in the classroom for easy access and creative interaction.
	Set goals for own performance in program and participate in evaluation of self as a teacher.
	Be responsible for cooperative team teaching efforts with aide.
	In addition to the above specific duties, it is understood that providing care for young children requires many other duties such as, but not limited to, cleaning equipment and serving and cleaning up after snack.
	Avail self of opportunities for professional development by participating in workshops and seminars.
	Perform other related duties as need arises.

LATCHKEY PROGRAM

JOB DESCRIPTION

POSITION TITLE: Classroom Aide

QUALIFICATION: High School Diploma, preferably some training in child development, really enjoy children.

BASIC FUNCTION: Assist teacher in planning and executing the latchkey program.

RESPONSIBILITIES:

1) Responsible for assisting in the planning and execution of all classroom and outdoor activities.

2) Duplicating materials needed for the class.

3) Assists in welfare, health, and safety of the children in the group.

4) Assist with toileting, bathroom, and supervision.

5) Assists in snack-time activities.

6) Develops good working relationships with parents.

7) Attends staff meeting and inservice training sessions.

8) Other duties as they arise.

CLEVELAND PUBLIC SCHOOLS
1380 EAST SIXTH STREET • CLEVELAND, OHIO 44114 • TELEPHONE 574-8000

JOSEPH G. TEGREENE
President
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JAMES M. CARNEY, JR.
JOSEPH M. GALLAGHER
RALPH J. PERK, JR.
STANLEY E. TOLLIVER

RONALD A. BOYD
Superintendent

LATCHKEY PROGRAM

STAFF RESPONSIBILITIES

Coordinator of Curriculum and Training

1) Coordinate establishment of latchkey program to a successful conclusion.

2) Determine marketing needs and implement.

3) Determine needs for supplies and equipment for children's activities and secure for program.

4) Interview and select teacher and aide for project. Direct them through hiring procedure of adult education.

5) Supervise program on regular basis.

Educational Consultant

1) Assess NCA research on School-Age Child Care Project and determine a new site for latchkey program.

2) Coordinate meetings with new school site personnel and NCA personnel. Work out site location and NCA cooperation in making project work.

3) Complete school surveys to assess need for after-school child care and feasability for program location.

4) Write 2 performance reports for State Department on program.

5) Write Latchkey Manual on step-by-step procedure used to begin a latchkey program in Cleveland Public Schools.

6) Assess funding opportunities for next year to continue the latchkey program.

7) Be flexible to needs of overall program.

APPENDIX F

CHILD CARE TRANSPORTATION MODIFICATIONS

Parent notifies Cluster Office of child care/transportation problem.

Cluster Director:

Initiates Child Care Transportation Modification Form.

Verifies student's school assignment.

Determines transportation eligibility, based on the address of the child care facility, based on contacting the Division of Pupil Transportation.

Authorizes form with signature.

Forwards to the Division of Pupil Transportation.

The Division of Pupil Transportation:

Reviews Child Care Transportation Modification Form.

If the facility is located in a residential zone that feeds the same assigned school as the student's assigned school:

A route and stop are assigned based on the address of the facility.

The Transportation Maintenance Form for Route/Stop Change Procedures is completed.

If the facility is not located in a residential zone that feeds the same assigned school as the student's assigned school, the Division of Pupil Transportation reviews existing routes to the assigned school. Minor adjustments may be made to accommodate the student if the following conditions exist:

An existing route passes within a 1-mile radius of the facility
A bus on the desired route has available seats
An adjustment to the desired route is less than 5 minutes
An adjustment will not cause a bus to exit from an interstate

Completes a Transportation Maintenance Form and submits for data entry.

Notifies all affected parties:

Cluster Director
School Principal
Community Involvement/DIS
Safety & Security/Radio Room
Transportation Operations/Specific Depot

If a route or stop is modified, the effective date of the revision will be a minimum of five school days after the final disposition.

OR

Parent notifies school of child care/transportation problem:

Principal or Transportation Coordinator:

Initiates Child Care Transportation Modification Form.

Verifies student's school assignment.

Determines transportation eligibility, based on the address of the child care facility, by contacting the Division of Pupil Transportation.

* If the facility is located in a residential zone that feeds the same assigned school as the student's assigned school:

A route and stop are assigned based on the address of the facility.

The Transportation Maintenance Form for Route/Stop Change Procedures is completed. (See Transportation Coordinators Procedures, pg. 8-11.)

If the facility is not located in a residential zone that feeds the same assigned school as the student's assigned school:

Authorizes Child Care Transportation Modification Form with signature

Forwards to the Division of Pupil Transportation

The Division of Pupil Transportation:

Completes the Child Care Transportation Modification Form.

Reviews existing routes to the assigned school. Minor adjustments may be made to accommodate the student if the following conditions exist:

An existing route passes within a 1-mile radius of the facility

A bus on the desired route has available seats

An adjustment ot the desired route is less than 5 minutes

An adjustment will not cause a bus to exit from an interstate

Completes a Transportation Maintenance Form and submits for data entry.

Notifies all affected parties:

Cluster Director

School Principal

Community Involvement/DIS

Safety & Security/Radio Room

Transportation Operations/Specific Depot

If a route or stop is modified, the effective date of the revision will be a minimum of five school days after the final disposition.

CHILD CARE TRANSPORTATION MODIFICATION FORM

Name of Student_____ Name of Parent_____

Home Telephone Number_____ Work Telephone Number_____

Address_____ RZ_____

Assigned School_____ School #_____ Grade_____

Assignment Type_____ Is assignment data correct?_____

Current Transportation Assignment (if applicable):

Route_____ Stop_____ Location_____

Name of Child Care Facility_____

Address_____ RZ_____ TZ_____

Is student eligible for transportation from the facility?_____

_____ _____
Signature of Cluster Director Date

To Be Completed by Division of Pupil Transportation Services

Existing Routes to Assigned School:

_____
_____
_____
_____
_____

Final Disposition:

_____
_____
_____

Effective Date_____ Date of Parent Notification_____

_____ _____
Signature of Transportation Specialist Date

CC: Cluster Director
School Principal
Community Involvement/DIS
Safety & Security/Radio Room
Transportation Operations/Specific Depot

APPENDIX G

ADULT EDUCATION'S
EARLY CHILDHOOD PROGRAM
DEVELOPMENT GRANT
FY 1986

	DESCRIPTION	QUANTITIES	SALARIES	OTHER	TOTAL
1	Instruction: Teachers (2) avg. 16 hours per week for 25 weeks.		$ 5,400.00		$ 5,400.00
	Teachers (1) avg. 100 hours @ $13.50 per hour.		1,350.00		1,350.00
2.	Aides (2) avg. 3 hours, 5 days per week for 25 weeks @$8.55 per hour.		6,413.00		6,413.00
	TOTAL INSTRUCTION		$13,163.00		$13,163.00
3.	STRS - .14% x 6,750			$ 945.00	$ 945.00
	SERS - .14% x 6,413			898.00	898.00
	Workman's Comp. .01% x 13,162.50			132.00	132.00
	TOTAL FRINGE INSTRUCTION			$1,975.00	$ 1,975.00
4.	Contracted Services 200 hours @ $10.00 per hour			$2,000.00	$ 2,000.00
	Travel Expenses & Conferences			200.00	200.00
	Manual Printing Cost			300.00	300.00
	Office Supplies			250.00	250.00
	Classroom Supplies			2,112.00	2,112.00
	TOTAL ESTIMATED BUDGET		$13,163.00	$6,837.00	$20,000.00

EARLY CHILDHOOD PROGRAM
DEVELOPMENT GRANT
FY 1986

Applicant District CLEVELAND CITY Date May 6, 1986

PART IV BUDGET INFORMATION
SECTION A - BUDGET SUMMARY

PROGRAM INCOME		PROGRAM EXPENSE			
SOURCE	AMOUNT	5. Line Item Categories	Local	Grant	Total
1. Local contribution		a. Personnel	$	*$13,163	$13,163
2. Grant Funds Requested		b. Fringes		* 1,975	1,975
3. Other - Specify		c. Travel		200	200
4. Total funds available		d. Equipment		** -0-	-0-
		e. Supplies-Instructional		1,112	2,112
		Office		250	250
		f. Contractual Maintenance		** 2,000	2,000
		g. Remodeling		-0-	-0-
		h. Other-Manual Printing Cost		300	300
		i. Total direct expense	$	$20,000	$20,000
		***j. Total indirect expense	$	$ -0-	$ -0-
		k. Total program expense	$	$20,000	$20,000

6. On a separate sheet of paper, please specify expenses under each category a.-k.

NOTES:
*Grant funds may by used for this purpose
**These category expenditures are restricted to no more than $5,000 each, utilizing development funds.
***Indirect costs related to implementation of the grant may be included if indirect cost rates have been approved for the fiscal year by the Division of Federal Assistance

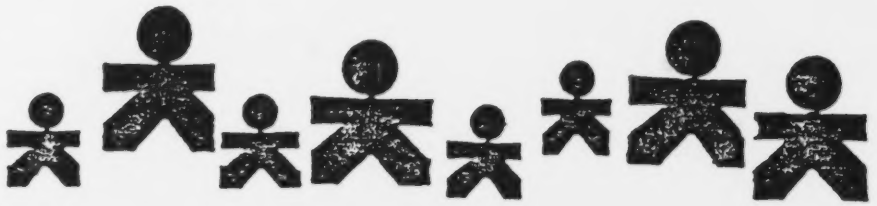
7. COST EFFECTIVENESS PROJECTION:
Please estimate the cost-effectiveness of your proposed service by completing the following:

A. Anticipated cost of program, including local contribution values annually.....$ 20,000
B. Anticipated number of children to be served..... 25
C. Anticipated cost/child served annually.....$ 800.00
(Calculate by the formula, Total Program Cost divided by # of children = cost/child value annually.)

FAMILY LIFE EDUCATION PROGRAM

1332 West 28th Street
Cleveland, Ohio 44113
(216) 696-2677

Office of Adult and Continuing Education
CLEVELAND PUBLIC SCHOOLS



1986 CHILD CARE PROGRAM GUIDELINES

Enrollment

All school-age children will be accepted into the program up to our maximum number of 36.

Schedule

The After-School Program hours are from 2:30 p.m. until 5:30 p.m. The center will be open on school days only.

Fees

The fees for the After-School Program are the sliding fee scale listed below. They are the price per day.

	1 child	2 children	3 children	4 children
Under $6,000	$1.00	$1.75	$2.25	$2.50
$6,000-$8,000	$1.50	$2.25	$2.75	$3.00

Fees must be paid at the beginning of each week.

BEHAVIOR

We expect that your child will cooperate with the leaders and the other children in the program. We expect all children to respect the rules and regulations of our program and to respect the right of other children. We expect that the children will treat the center's property, the program supplies, and the belongings of other children as they would their own - maybe better! If a child's behavior is contrary to our expectations, he or she will be dealt with in the following manner.

1. The behavior will be discussed with the child.

2. The child will be separated from the group and its activities for a period of time, but still supervised.

3. If the behavior problems continue, they will be discussed with parents and a solution to the problem will be worked out.

We expect that children will have difficult days from time to time and need to be disciplined constructively. In most cases, we do not expect to proceed beyond point #2 above.

EMERGENCIES

In case of an accident or illness during our program, the teacher will contact a parent. If unable to reach the parent, contact will be made with the emergency numbers listed on the registration form. We ask that the emergency numbers you provide belong to reliable people who can be easily reached and that you notify us of any phone changes.

DROP/PICK UP OF CHILDREN

Our After-School Child Care Program ends promptly at 5:30.

Each parent must sign their child out on the daily attendance form.

Any parent picking up their children past the 5:30 deadline will be charged a late fee of $2.00 for each 15-minute period that they are late.

We suggest that each parent try to develop a buddy system, so if a problem should arise, your child could be picked up by a friend. If your "buddy" will be picking up your child on a particular day, you must call and notify the teacher.

ABSENCES

If your child will be absent, we must be notified by 2:30 p.m. of that particular day. You may call the Child Care Program or the Family Life Program at the following hours and numbers:

After School Child Care Program	441-3229	1-5:30 p.m.
Family Life Program	696-2677	8:30-4:30 p.m.

ILL CHILDREN

We realize that it is difficult for working parents to stay home with a child who is ill, but please consider the welfare of your child as well as the other children in the program. Please do not send your child when he or she is ill. Sick children easily pass their illnesses to one another so please let us know when your child has a highly contagious disease such as strep throat, mumps, measles, chicken pox, etc. We need information so we can alert the other parents to watch for symptoms in their children. If your child becomes ill while attending our program, we ask that you respect our decision to send him home.

If your child is ill for three consecutive days, we will give you credit for those days.

CLOTHING

The children normally spend some time outdoors each day, so we ask that you provide appropriate clothing for this purpose. If you wish your child to remain inside for health reasons, you must notify the teacher.

SPECIAL CIRCUMSTANCES

It would also be extremely helpful for us if you could provide any information on special circumstances in the life of your child which may affect his behavior or experiences in the child care program.

PROGRAM RESPONSIBILITIES

We make every attempt to offer your child a home-like atmosphere where he or she will be happy and comfortable. We offer a loosely structured program that provides free time and planned activities as well as a daily nutritional snack. We provide a trained, experienced staff to ensure the safety of everyone in the program. We also make sure all children are accounted for. We also make sure that all children are picked up by their parent or someone authorized by the parents. No child will be released to an unauthorized person.

We hope that both you and your child will be happy with our program. We are always interested in hearing your feelings, both positive and negative. Our program is here to serve you and your family, and it is our sincere hope that we will be able to meet your needs. If you ever have any questions or concerns about the program, please call Kathy O'Neill, Supervisor (696-2677) or Eugenia Abrams, Teacher (696-2677).

Sincerely,

Katherine McWilliams, Director
Family Life Program

APPENDIX I

MEMORANDUM

FAMILY LIFE EDUCATION PROGRAM

DIVISION OF CONTINUING ADULT EDUCATION
CLEVELAND PUBLIC SCHOOLS

TO: SLAVIC VILLAGE VOICE
7618 Spafford Road
Cleveland, Ohio 44105

DATE: January 16, 1986

ARTICLE FOR YOUR PAPER: If you have any questions, call Kathy O'Neill or Kathie McWilliams at 696-2677.

TITLE: ENROLL NOW - BEFORE/AFTER SCHOOL CHILD CARE PROGRAM

A brand new child care program is opening at Warner School, in cooperation with University Settlement and Cleveland Public Schools. Enroll your child now for quality child care. Enrichment activities are planned from 7:00 to 8:10 in the morning and 2:30 to 5:30 in the afternoon. All elementary school children, of working parents, are welcomed.

To apply, contact Sharon Fields, 641-8948 at University Settlement or fill out an application at Warner School.

Parents: Here's a chance for

WORRY-FREE DAYS!

Enroll your child in the

LATCHKEY PROGRAM

AN AFTER SCHOOL CHILD CARE ENRICHMENT PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

AT THE

GARDEN VALLEY FAMILY LIFE CENTER

3060 E. 73 RD.

Daily TIME: 2:30 to 5:30 p.m.

BEGINS: APRIL 14, 1986

Register by calling 696-2677

PARENT(S) MUST BE IN A TRAINING PROGRAM OR WORKING TO TAKE ADVANTAGE OF THIS PROGRAM.

REASONABLE FEES

FAMILY LIFE EDUCATION PROGRAM

1332 West 28th Street
Cleveland, Ohio 44113
(216) 696-2677

Office of Adult and Continuing Education
CLEVELAND PUBLIC SCHOOLS

March 20, 1986

Dear Parent:

Several weeks ago you filled out a survey form indicating an interest in having your child participate in a before and after-school child care program.

There is a strong possibility that we may be starting a program this spring and need to know if you are still interested. The program would be low-cost with fees on a sliding fee scale and would be located in a nearby school.

We need to obtain some more information and ask that you fill out the attached form and return it in the enclosed envelope.

If you have any questions, or if you prefer to give us this information over the phone, please call Kathy O'Neill at 696-2677.

Sincerely,

Director
Family Life Education

KMcW

FAMILY LIFE EDUCATION PROGRAM

1332 West 28th Street
Cleveland, Ohio 44113
(216) 696-2677

Office of Adult and Continuing Education
CLEVELAND PUBLIC SCHOOLS

April 7, 1986

Dear Parent:

We are happy to inform you that the "After-School Child Care Program", which we spoke to you about, will begin April 14th, 1986. The location for this program will be the Garden Valley Family Life Center, 3060 East 73rd Street. There will be a teacher and an aide at the center. Your child will either walk or be bussed depending on his/her distance from the center. You, as parent, must pick your child up at the end of the day.

The "After-School Child Care Program" will be offered from 3:00-6:00 p.m. each school day. We will give your children a snack in the afternoon.

The fees for the After-School Program are listed in the chart below.

	PRICE PER DAY			
Income	1 Child	2 Children	3 Children	4 Children
Under $6,000	1.00	1.75	2.25	2.50
$6,000-$8,000	1.50	2.25	2.75	3.00

Registration forms are enclosed with this letter. Please fill out one form for each child and send it back immediately, or bring it to the Garden Valley Family Life Center at 3060 East 73rd Street.

If you have any questions, please call Kathy O'Neill or Sandi Holmes at 696-2677.

Sincerely,

Kathie McWilliams
Director
Family Life Education

APPENDIX J

AFTER-SCHOOL CHILD CARE PROGRAM
REGISTRATION

CHILD'S NAME:_____ SCHOOL:_____ MALE:_____ FEMALE:_____

CHILD'S NICKNAME:_____

MOTHER'S NAME:_____ HOME PHONE NUMBER:_____

ADDRESS:_____

WORK ADDRESS:_____ WORK PHONE NUMBER:_____

FATHER'S NAME:_____ HOME PHONE NUMBER:_____

ADDRESS:_____

WORK ADDRESS:_____ WORK PHONE NUMBER:_____

WHERE DOES CHILD GET HEALTH CARE:_____

DOCTOR'S NAME_____ PHONE NUMBER:_____

DENTIST'S NAME:_____ PHONE NUMBER:_____

DATE OF LAST VISIT TO DOCTOR:_____

ANY ALLERGIES OR PHYSICAL LIMITATIONS (please list-ex. allergic orange juice, chocolate, eggs)

_____

IMMUNIZATION RECORD

___ Typhoid	Date _____	___ Small Pox Vacc.	Date_____
___ Tetanus	Date _____	___ Whooping Cough	Date_____
___ Mumps	Date _____	___ Polio	Date_____
___ Diptheria	Date _____	___ Measles	Date_____

Please list any communicable diseases had in this year and date._____

_____

Person to contact in case of emergency (if mother or father cannot be reached)

NAME:_____ PHONE NUMBER:_____

DAYS CHILD WILL BE IN THE AFTER-SCHOOL CARE PROGRAM: P.M. 2:00 - 6:00

MONDAY P.M. _____ TUESDAY P.M._____ WEDNESDAY P.M._____

THURSDAY P.M._____ FRIDAY P.M. _____

IS YOUR CHILD BUSED? _____YES _____NO FINISH WORK _____ P.M.

WHAT IS YOUR BUS NUMBER_____ PICK UP TIME_____ P.M.

1J

CLEVELAND PUBLIC SCHOOLS
FAMILY LIFE EDUCATION
GARDEN VALLEY AFTER-SCHOOL PROGRAM
Standard Student Accident Report Form

1. Name_____ School_____

   Home Address_____ Telephone No._____

2. Sex M_____ F_____ Age_____ Grade_____

3. Date accident occurred_____ Time accident occurred_____

4. Place of accident_____

5. Description of accident: How did it happen? What was student doing?_____

   _____

   _____

6. Nature of injury_____ Part of body injured_____

7. Degree of injury: Nondisabling_____ Temporary disability_____

8. Name of person in charge when accident occurred_____

9. Immediate action taken:
   First-aid treatment_____ by _____

   Sent home. Yes_____ No_____ By_____

   Who provided transportation to home?_____

   Sent to doctor or dentist?_____ Name_____ Address_____

   Who provided transportation to doctor or dentist?_____

   Sent to hospital (name)_____

   Who provided transportation to the hospital?_____

   X-ray: Yes_____ No_____ Results: Negative_____ Positive_____

10. When was a parent or other individual notified (date and time)_____

11. Name of person notified_____ By_____

12. Witnesses: Name_____ Address_____

13. Parent reaction_____

14. Follow up_____

15. Total number of school days lost_____ Police notified: Yes___ No___

    Signed: Director_____ Teacher_____

    Date signed_____ Date signed_____

Anton Grdina - 641-7447
Warner - 341-2105

GARDEN VALLEY AFTER-SCHOOL PROGRAM

ATTENDANCE SHEET

WEEK OF: _____

CHILD'S NAME	PHONE NUMBER	SCHOOL	DAYS	SIGN OUT
			Mon.	
			Tues.	
			Wed.	
			Thurs.	
			Fri.	
			Mon.	
			Tues.	
			Wed.	
			Thurs.	
			Fri.	
			Mon.	
			Tues.	
			Wed.	
			Thurs.	
			Fri.	
			Mon.	
			Tues.	
			Wed.	
			Thurs.	
			Fri.	
			Mon.	
			Tues.	
			Wed.	
			Thurs.	
			Fri.	

TEACHERS WEEKLY REPORT

FAMILY LIFE EDUCATION PROGRAM
1332 WEST 28th STREET
CLEVELAND, OHIO 44113

SIGNATURE _____

WEEK ENDING _____

NOTE: Report must be in main office by end of the work day on Thursday.

	CENTER	CLASS	CLASS ATTEND	MEETING		HOURS WORKED
MONDAY					A.M.	
					P.M.	
TUESDAY					A.M.	
					P.M.	
WEDNESDAY					A.M.	
					P.M.	
THURSDAY					A.M.	
					P.M.	
FRIDAY					A.M.	
					P.M.	

TOTAL HOURS FOR THE WEEK _____

COMMENTS:

WITHDRAWING STUDENTS (After 6 consecutive absences, remove name from enrollment)

NAME: _____ REASON: _____

NAME: _____ REASON: _____

NAME: _____ REASON: _____

NAME: _____ REASON: _____

NAME: _____ REASON: _____

NAME: _____ REASON: _____

STUDENT REFERRED TO: _____

AGENCY NAME: _____ NUMBER OF STUDENTS: _____

GARDEN VALLEY AFTER-SCHOOL PROGRAM

PAYMENT SHEET

DATE: _____

NAME: _____ SCHOOL: _____ GRADE: _____

ADDRESS: _____ PHONE: _____

DAYS ENROLLED: WEEK OF _____

MONDAY TUESDAY WEDNESDAY THRUSDAY FRIDAY

AMOUNT OWED: _____ CREDIT: _____

AMOUNT PAID: _____

SPECIAL COMMENTS: _____

_____

_____

_____
PARENT SIGNATURE

GARDEN VALLEY AFTER-SCHOOL PROGRAM

PAYMENT SHEET

DATE: _____

NAME: _____ SCHOOL: _____ GRADE: _____

ADDRESS: _____ PHONE: _____

DAYS ENROLLED: WEEK OF _____

MONDAY TUESDAY WEDNESDAY THRUSDAY FRIDAY

AMOUNT OWED: _____ CREDIT: _____

AMOUNT PAID: _____

SPECIAL COMMENTS: _____

_____

_____

_____
PARENT SIGNATURE

APPENDIX K

May 30, 1986

To: Parents of Children Enrolled in
Cleveland Public Schools
After-School Program

We have enjoyed having your child participate in our after-school program this year. We hope that you and your child have found it rewarding as well.

In order to make our program the best that it can possibly be, we hope you will take a moment to fill out the enclosed questionnaire so that our program can be responsive to your needs.

Please return the questionnaire to the program no later than June 10, 1986.

Sincerely,

Kathy McWilliams, Director

FAMILY LIFE EDUCATION
AFTER-SCHOOL CHILD CARE PROGRAM
PARENT EVALUATION

1. Name _____
2. Name of child (or children) in program _____
3. What school does your child attend?
   _____ Anton Grdina _____ Warner Road _____ Other
4. Our family uses the after-school program because: (Check all that apply)
   _____parents are working _____parents are in school
   _____for enrichment _____other (please explain)
5. Please check the words that best describe how you feel about the after-school program.
   _____satisfied _____dissatisfied
   _____Excellent ____ Good _____ Fair ____ Poor
6. The fees charged for the program are:
   _____ Too low _____Too high _____Just right
7. My child (or children)
   _____Likes to come _____Doesn't like to come
8. The best things about the after-school program are:
   _____
   _____
9. Is there anything you would like to change about the program?
   _____
   _____
10. How has this program helped your child?_____
    _____
11. How has this program helped your family?_____
    _____
12. Will you need the after school program next fall?
    _____ Yes _____ No

CLEVELAND PUBLIC SCHOOLS

AFTER-SCHOOL PROGRAM

PARENTS' EVALUATION TABULATION & RESULTS

The following results represent a survey of ten families with a total of 23 children who were or are enrolled in the after-school program as of July 15, 1986.

1. 17 children are enrolled at Anton Grdina. Six are from Warner Rd.

2. 6 parents use the program because they are working.
   2 parents are in school
   2 parents send their children for enrichment or "because they like it."

3. Ten familes are "satisfied" with the program.
   Of the ten, eight rated the program "excellent" and two rated the program "good."

4. Nine families thought the fees were "just right"; one family indicated "They are probably fair, but I can't afford them and have to take my children out."

5. All ten families reported their children "like to come."

6. Some of the best things about the after-school program:
   "I like the environment - the program is varied."
   "I like the way the children participate in everything."
   "They do things I don't have time to do at home, like teach the kids how to cook."
   "The teachers!"
   "The kids are happier when I get home from work than they were when they were alone."
   "It helps the kids get along with other kids better."
   "The best part was the trips and the educational things they did, like spelling and math."

7. Things parents would like to change about the center:
"I would like it better if it went to 7:00 p.m. because I don't get off work till 6:00 or 6:30."
"I would like it if they would change the price so I could afford to send my four children."

The majority of parents expressed no desire for change.

8. How did the program help your child?
"She is so shy - it helps her to be less shy."
"They are safe here and I don't have to worry about them."
"One of them (the five-year-old) finally learned her address, phone number and how to tie her shoes. Now they got her learning to read, even."
"They love going and they are happier than when they were alone."

9. How did the program help your family?
"I don't worry at all about them anymore like I used to when they was alone."
"It helps me to work better to know that they're safe and watched by adults."
"My son is bad with my mother and this gives her some relief."
"My son used to be alone for about an hour and a half every day."

10. Will you need the after-school program again in the fall?
Seven families say they would need it again.
One family said they could not afford it.
Two families said they would not need it.

STAFF EVALUATION OF FAMILY LIFE EDUCATION PROGRAM
MAY 1986

1. What do you like about Family Life that you want us to continue?

2. What would you like us to change? Do differently?

3. How can we improve our centers/classes?

4. What additional equipment/supplies are needed to make things easier?

5. How can we communicate better? (Currently we use shop talk, newsletters, telephone, meeting.)

6. Additional suggestions for recruiting students.

7. What kind of inservice training do you need/want for next year? Subjects?

8. What else can the main office do to help you do your job?

9. Any suggestions for changing class schedule next year?

10. How can we encourage you to use our excellent resource library more?

11. Any other suggestions?

12. What schedule do you want for next year?

DATE: _____ STAFF MEMBER: _____

CLEVELAND PUBLIC SCHOOLS
Principal's Evaluation of Teacher Assistants
School Year 19 - 19

Teacher Assistant _____

School Adult Education

Program Family Life Latchkey Program

Employed From _____ To _____

	Excel-lent	Good	Unsatis-factory
1. Rapport with students & coworkers			
2. Judgment			
3. Adaptability			
4. Attitude- Application to work			
5. Dependability			
6. Quality of work			
7. Personal appearance			
8. Health			

ATTENDANCE: ___Regular ___Irregular Days Absent: ___

Punctuality: ___Regular ___Irregular Days Late: ___

RETURN PROMPTLY TO Linda K. Fazekas
Classified Personnel, Room 350
Administration Building

NO LATER THAN: May 31, 1986

SUPERVISOR'S COMPOSITE EVALUATION

A. COMMENDABLE POINTS

B. IMPROVABLE POINTS

C. STEPS TAKEN BY ADMINISTRATOR FOR TEACHER IMPROVEMENT

_____ _____
Date Principal's Signature

This signature means that a conference has been held and that the teacher assistant has seen, although not necessarily approved, this evaluation sheet. A copy of this evaluation is to be given to the teacher assistant.

_____ _____
Date Teacher Assistant's Signature

HOME PHONE NUMBER _____

APPENDIX L

I. EXECUTIVE SUMMARY

The School-Age Child Care Planning Project (SACCPP) was initiated in the fall of 1985 for the purpose of addressing the need for before-school and after-school child care in the John Hay/West Tech Cluster of the Cleveland School District. The project included the identification of the need for such care, an assessment of available care services, an evaluation of the barriers that parents face in obtaining care, and the development of recommendations on how this need could be better met. The six-month project was designed and conducted by the Neighborhood Centers Association in Cleveland, Ohio. It was funded by the Child Day Care Planning Project.

The project included a survey of parents to determine their need for assistance in caring for their elementary school age children (ages 5 to 12). Over 2,000 families responded to the survey, which represents a 33% return rate. The results of the parent survey indicate that about 525 families in the John Hay/West Tech Cluster need or desire child care for their elementary school age children. This number of families would involve an estimated 788 children (1.5 children per family) who need care. There are six day care agencies in the cluster presently providing school age care to about 75 children, and there are 25 currently available spaces for additional children in these agencies. Thus, the total need for school age care far exceeds the services presently available.

The primary barriers to obtaining care are as follows: the lack of available service; the parents ability to pay (most cannot pay more than $10-$15 per week); and transportation for the children to and from the care site, and to their elementary school.

The project concludes that there exists a large, and unmet need for school-age child care in the cluster, and that the need cannot be met without the development of new, affordable programs for these children. The development

of these new programs will require the active involvement of a number of community agencies, and should be done in conjunction with the Cleveland School District. Other communities have recognized the need for school age child care and can serve as models for providing such care.

Providing proper before and after-school care for the elementary school age children in the city of Cleveland is an important, if not critical, community issue. Many of these parents have no other option than to leave their children alone or in the care of older siblings for several hours a day on a regular basis. The results of this project indicate that much more needs to be done to provide parents in Cleveland with viable options for the proper care of their school-age children.

The activity which is the subject of this report was supported with funds provided by the Ohio Department of Education through a special grant award to the Cleveland City School District. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by this agency should be inferred.

For Additional Copies Write To:

The Ohio Department of Education
Division of Educational Services
Early Childhood Section
65 S. Front Street, Room 202
Columbus, Ohio 43266-0308

614-466-0224